

# The American Observer

*A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends. -- James Monroe*

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## Showdown Looms In North Africa Battle

Struggle for Tunisia Impends as British Drive Rommel from Libya

### POLITICAL PROBLEMS ACUTE

Policy of Dealing with Former Members of Vichy Regime Is Criticized Here and Abroad

The most important war news of the week was still the Russian offensive, which rolled ahead on all sectors of the long front (see page 4). But developments of hardly less importance have been taking place in North Africa, on both the military and the political fronts. The fall of the city of Tripoli to the British Eighth Army, under General Montgomery, was a development which thrilled the millions of people in the United Nations. It meant that Mussolini's empire had been lost, that the threat of an Axis thrust through Egypt into the Middle East had been removed, and that all Africa was closer to becoming firmly held by the Allies.

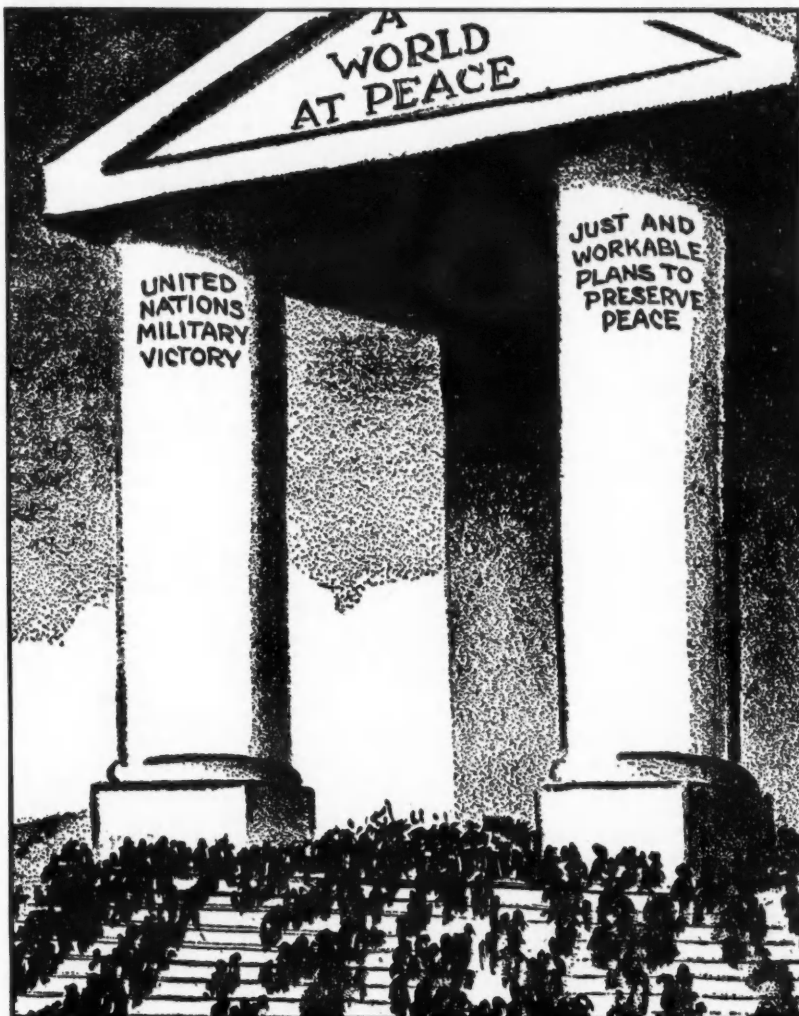
### Hard Fight Ahead

But the fall of Tripoli by no means indicates that the fighting in North Africa is nearing an end. Marshal Rommel apparently decided long in advance that he would not attempt to make a stand in Libya against the pursuing British forces. He would confine himself to delaying actions, to laying land mines which would impede the British advance, and to isolated moves designed to handicap his foes. His main objective, once the British offensive was under way, was to retreat all the way across Libya into Tunisia, there to join hands with the Axis forces which have been fighting the Americans and British.

There seems little likelihood now that the British will be able to prevent the remnants of Rommel's Africa Corps from reaching Tunisia and joining the Axis forces there. Such a development will, of course, greatly add to the difficulties of the British and Americans. It is estimated that, with the addition of Rommel's men, the Axis will have from 130,000 to 160,000 troops in Tunisia to withstand the assaults of the Allies.

Last week, the American people were warned that they must not expect an early end to the Battle of Tunisia. The real battle has not yet been joined. No mass attacks have been made by either side, although there have been a number of skirmishes on land and heavy fighting in the air. But since our landings in Morocco and Algeria early in November, we have been busy preparing airfields, bringing up supplies and men, and otherwise attending to the countless details which go into the planning of a major offensive. We have been seriously handicapped during these weeks by rainy weather

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BISHOP IN ST. LOUIS STAR-TIMES  
Both pillars are needed

## Problems of Conduct

By Walter E. Myer

The determination of right and wrong in conduct would be a relatively easy matter if we were obliged to consider ourselves alone. In that case we would judge a proposed course of action by its probable effects upon us—upon our efficiency, our total of satisfactions, our happiness. Even then the decision would not always be simple for it is frequently hard or even impossible to know in advance all the consequences of our acts. We would have to weigh immediate satisfaction against long-time realizations, and it would require rare wisdom to determine the acts which would bring the greatest happiness over the course of a lifetime. We would also have to choose between desires, crushing certain of them in order that others might be realized—giving up some things we want that more imperative claims might be satisfied. Even so, the task of choosing the best courses would not seem at all impossible. We would at least be deciding all the time what things we most earnestly desire, and we, better than any others, would be in a position to choose among our ambitions and wishes.

But life is not so simple as that. The problem of determining the best courses to follow is greatly complicated by the fact that practically all our acts affect others as well as ourselves. Almost any decision we make, however personal it may appear, has a bearing upon the happiness of other individuals whose lives or environments are closely associated with our own. Where you go today, what you do, the quality of your work, the job you accept or refuse, your recreation, your disposition, your smiles or frowns, your whereabouts, your associations, all these things are your own business, it is true, but they play a part in the happiness or unhappiness of other people. When you decide upon a course of action, then, you are obliged to weigh in the scale, not your own satisfactions alone, but those of other people. And that is a hard thing to do.

Much trouble and unhappiness come from the fact that so many people fail to realize the extent to which human lives and hopes and experiences are intertwined. Very many there are who do not intend to be selfish, but who act selfishly and hurt others simply because they do not think, because they consider their own satisfactions, their own wishes alone as they go about the routines of the day. One should not, of course, sacrifice himself needlessly. He should look out for his own development and his own happiness. But if each one were to try consciously to travel a road to happiness which would enable him to help rather than hinder others, this world would be far brighter and better.

## Willkie Calls For Liberal Education

Says Preservation of Democracy Depends Upon Broad Training in Citizenship

### RAISES IMPORTANT ISSUES

Views Opposed by Those Who Would Use Schools for Armed Forces and War Industries

There has been a buzz of discussion in educational circles this winter about the proper place of the high schools and colleges in the war program. The debate is now spreading to the general public, and for that development, Wendell Willkie is largely responsible. He delivered an address at Duke University in which he condemned the tendency to turn the educational institutions too completely into training centers for the armed services and the war industries. He argued that, while the war needs come first, liberal education should not be wholly neglected even in wartime. This address attracted general attention. Arthur Krock, well-known newspaper columnist, called it "one of the finest of contemporary speeches." Dorothy Thompson, another popular columnist, has entered the controversy with an argument similar to that of Mr. Willkie. This educational issue is being widely discussed.

### Liberal Arts and War

At one extreme, there are those who want to see "business-as-usual" in the schools and colleges. They emphasize the importance of the so-called "liberal arts," that is, subjects such as English, literature, languages, history, philosophy, and the arts. They argue that these studies should be pursued in order to develop leadership, and they dwell upon the admitted advantages of a liberal education. They say that a broad education contributes a great deal to happiness for the individual, and to the welfare of the nation.

Some educators are so absorbed with the advantages of a broad education that they do not want to give up the cultural subjects even though the country is at war. Mr. George Boas, professor of philosophy at Johns Hopkins University, thinks that there are many educators in this camp of extremists. He says, in the January Atlantic: "To talk to some of one's colleagues today is to be given the impression that the major issue of the war is the retention of the classics in the curriculum or maintaining the enrollment in elementary English."

At the other extreme are those who would do away with the liberal arts or with cultural education altogether in wartime, and who would devote the schools and colleges wholly to the sort of preparation that would make students better soldiers or more competent workers in war industries. According to this view, there should

(Continued on page 6)



Letters and records of prisoners of war are cleared through the International Red Cross

## International Red Cross

**T**UESDAY of next week, February 9, marks the 80th anniversary of a most remarkable institution—the International Red Cross. Unquestionably the most neutral organization in existence in a world at war, the International Red Cross makes it possible for all nations, including the bitterest of enemies, to cooperate in a humanitarian undertaking which would have been considered impossible a century ago.

In 1859 the armies of Italy and France were fighting to secure Italian freedom from the Austrians. In June of that year a wealthy young Swiss businessman named Jean Henri Dunant was traveling in northern Italy, and chanced to pass by the town of Solferino where a particularly bloody battle had just been fought. Something like 38,000 men had lost their lives in this particular conflict, and Dunant was horrified to see great numbers of wounded men lying neglected on the ground, with no one to care for them, no water for them to drink, no drugs to ease their pain.

So strong an impression did this scene make on the young Swiss philanthropist that when he returned to Geneva he resolved to tell the world about it and to work out some plan to prevent such things in the future. In 1862 he published a searing description of what he had seen called *Memoirs of Solferino*, which immediately became a sensation and was translated into four languages. His plan for an international society of mercy found a ready response from several prominent citizens of Switzerland, and the following year the International Red Cross was organized.

Today the International Red Cross stands at the head of national Red Cross societies existing in every civilized country of the world. There are 40,000,000 members of these societies, and approximately 60 nations adhering to the Treaty of Geneva which is the basis for the International Red Cross.

But the international organization itself is and always has been essentially a Swiss institution. Its central core is an International Committee of 24 members, all Swiss citizens; its headquarters are in Geneva in buildings which are provided rent free; its symbol—a red cross on a white background—is the reverse of the Swiss flag. The tremendous work of this organization is now being done by more than 5,000 Swiss citizens,

most of whom serve without pay, and 75 per cent of the funds for its continuance are provided by the Swiss citizens and their government.

The biggest single job of this organization is to keep track of all prisoners of war and interned civilians and to watch out for their welfare. It is actually a sort of international registration office, clearing house, and post office, which receives from all the belligerents up-to-date, official lists containing all the information necessary for identification of each prisoner, as well as the place of imprisonment, the state of his health, and the address of his family.

In addition to locating prisoners, the International Committee maintains delegates in each country who inspect prison camps, report on conditions there, and see to it that prisoners are treated in accordance with international agreement. Just a year ago, for example, the Red Cross delegate in Germany made his first report on interned Americans. According to the report, 222 Americans were interned in a large chateau near Salzburg; their rooms were well heated, but their clothing was in bad condition and their food was somewhat insufficient.

When the American Red Cross received this report through the International Committee, it immediately cabled \$5,000 for aiding these prisoners. This was in accordance with the rules that all mail, food, and clothing for prisoners and interned civilians must pass through the hands of the Committee.

The International Committee also maintains an Inquiry and Information Service for transmitting messages to civilians in warring countries and for tracing refugees who have become lost. So far the Service claims a record of success in 60 per cent of the cases. Some idea of the volume of inquiries coming to this organization may be gleaned from the fact that something like 15,000,000 pieces of mail came in during the first two years of the war; on a single day last July the service handled a quarter of a million incoming and outgoing letters.

The truly remarkable thing about the International Red Cross is that in carrying on its errands of mercy for war victims, it takes an attitude of absolute impartiality and neutrality. Its aim is to serve suffering humanity.

## Sidelights on the News

**N**O more thrilling example of human fortitude has come out of this war than the record of the people of Leningrad. In her syndicated column, Dorothy Thompson pays tribute to it:

Years from now a novelist with the capacity to write another *War and Peace* or another *Les Miserables* will produce for immortality a description of the year-and-a-half siege of Leningrad.

The city of Peter the Great and of Lenin was a city of 3,000,000 people cut off from the country except in winter over the ice of Lake Ladoga. Under constant artillery and air bombardment, in a climate bitter in winter and blistering in summer, starving, freezing, sweating, dying, and, at the same time, producing their own weapons of defense, this city held out.

Members of families died of hunger, and relatives kept their frozen bodies in their houses, in order to draw their rations and keep themselves from starving. There was no coal for homes—it went to run the arms factories—in the severest winter in a century.

And when the German assaults reached climaxes workers left factories for barricades, and women passed them ammunition. And in the midst of all this Dmitri Shostakovich wrote his Seventh Symphony.

Thus the banner headline "Russians Break Leningrad Siege" stifles the breath. It awaits the treatment worthy of it—a saga of inhuman heroism and resistance.



**T**HE fighting man's point of view on victory is expressed in a recent editorial in the *New York Herald Tribune*:

Our letter columns yesterday gave a moving extract from a private letter of a young Coast Guardsman urging upon civilians the task—from which the armed forces are debarred—of thinking "carefully about reconstruction problems" and planning now "for a decent postwar world." Now and then, he says, he is offered a drink or a lift, with the remark that "it's the least we can do for you fellows in the service." He goes on:

"I don't care about the lifts or the drinks. What I care about is that these civilians try to plan a world which discourages war, that they rid themselves of prejudices of an antisocial character. It's little comfort to fight for a drink, a lift, a glad hand. What I want is that the future is free of war."

The old men, the retired warriors, and the professional patriots may talk; it is not the talk of the youngsters we are asking to face the machine gun bullets and the bombs. Those who have sat with them in their foxholes and ridden with them in bombers spanning strange continents bring back a different report.

These young men do not want to pass a lifetime policing the world; they desperately want to come home when the job is over. But they want the job to be done. They do not want to die merely to win another 1919-39. They are learning that the world is a large, complicated place, not to be made secure by the mouthings of antiquated platitudes or of the narrowly self-centered nationalism which is one of the things they are fighting in our enemies. They are willing to take a flier in the millennium; they may even be inclined to demand it when they come home, and those of us for whom they are going out to face death might well keep the thought in mind.

**J**OHAN KIERAN, popular "Information Please" expert, offers some expert advice on the kind of books soldiers like. In his syndicated column, "One Small Voice" he says:

When asked to contribute bound volumes of reading matter for the men—and boys—in our armed forces, some ready-to-help householders are puzzled. They are in doubt about the kind of books to send. What would a soldier, a sailor, a marine, or a Coast Guard sentry like to read in his spare hours?

That's easy. All kinds of books. There are all kinds of men in our armed forces and the literary supplies forwarded to them should cover a wide field. But don't send along any dull books on the theory that there must be some dull men in our armed ranks. And don't cull the bookshelves picking out second crop stuff that you didn't care much about keeping anyway. Don't send volumes that are tattered and torn and about ready to fall apart. It's probable that many of these books will be wanted for hard service. Start them out in condition to face it.

Never mind the technical books. Of course this is a mechanical, electrical, and chemical war to a large extent and many of our armed units are, in a manner of speaking, universities in the field. But the War Department and the Navy Department supply the textbooks needed on those service shelves.

The men in our armed forces read all sorts of books before they put on those uniforms. In general, they didn't change their reading tastes when they changed their clothes. That is, aside from certain new and required reading for purely military purposes. In the mass, they read almost anything that the ordinary householder considers good enough for a place in the home bookshelf.

They have time to read, too. Even in the combat zone there are hours of sitting around waiting for something to happen. If a fellow has a book at hand it may help him—or a group—to pass the time pleasantly. These are good boys. Send them good books.



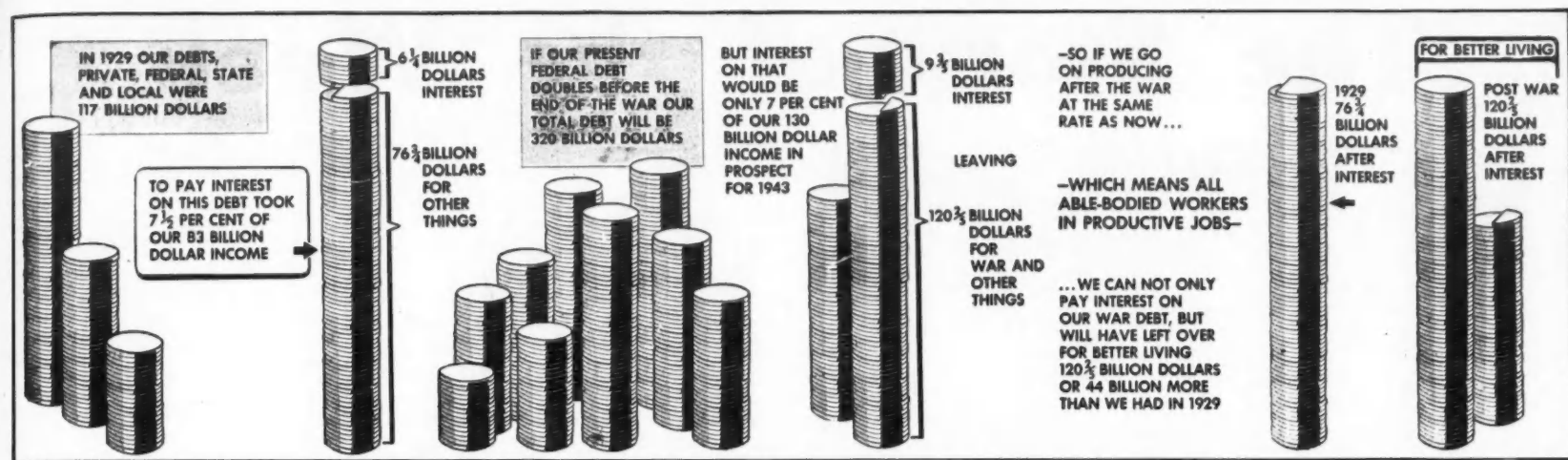
**N**O one will deny that the ban on pleasure driving is inconvenient. But, as a recent *New York Times* editorial points out, we can take it:

A look at the main streets of this city is enough to prove that a lot of persons have been indulging in what is now the sin of pleasure driving. Having read OPA's definition of pleasure, they left their cars at home. Reports from other cities and from suburban and country communities tell of the same thing happening there. There isn't enough rubber in the whole country to go around, and in 17 eastern states there isn't enough gasoline and there isn't enough fuel oil. The man who drives when he doesn't have to is keeping some war worker away from his job, or depriving some neighbor of necessary fuel, or keeping some bomber or tank from going into action. He doesn't mean to be a public enemy, but he is.

Anyone who gets comfort out of finding fault with "Washington" may do so. This is a free country. But all governments make some mistakes, the difference being that a democratic government can't cover them up, whereas an autocratic government can and does.

And we might all remember that going without gasoline is not as unpleasant as hunting Japanese snipers in a South Sea island jungle, or floating around on a rubber raft, or being torpedoed in winter in the North Atlantic, or jumping out of a plane into hostile territory in North Africa. Our soldiers and sailors will feel better about their jobs if they know that we at home can take this inconvenience with a smile. We owe them that much.





This is what we can do if we keep all able-bodied people at work in productive jobs after the war

COURTESY NEWSPAPER PM

## Our Living Standards After the War

A HISTORY teacher in the Middle West has written to THE AMERICAN OBSERVER about an important problem of the postwar world. He asks how high living standards can be maintained in this country in the face of the demands which will be made upon us to help care for the impoverished peoples of the war-torn countries. The letter follows:

"I would like to raise the question as to the advisability of talking about world peace and combining with it the suggestion of higher living standards for the United States.

"My point is that logically we cannot hope to have higher living standards because we must now give to the needs of the world. If we meet these needs, even to the barest essentials of living and rehabilitation, we will be unable to meet our present high standards, let alone developing higher ones.

"Perhaps living standards among our low standard groups can be raised even while we are straining every ounce of our production for the benefit of the less fortunate peoples of the earth but these groups are now benefiting much by high wages that for the present enable them to live much better than formerly. These pay rates will not be continued after the war boom. Their living standards can only revert to low levels. They will be greatly disappointed.

"Living standards among groups now enjoying higher living standards must surely be reduced. There will obviously be a great strain on our resources to give the many needs in the work, food, clothing, medical care, and rehabilitation aids. These people will be disappointed too.

"Disappointment will sabotage our peace effort. Then why talk about higher standards of living and make the disappointment deeper?"

Many people are interested in this question of how we can feed destitute millions in other countries after the war, and still feed ourselves properly. Others are concerned about a somewhat different angle of the same general problem. They are asking how we can pay the enormous war debt and still maintain decent standards of living. How can we pay for the war, feed the hungry of other lands, and still retain good living standards here?

There is no use to pretend that this problem can be solved easily, or that it will solve itself. We may as well admit that if we do not act wisely the problem may not be solved. But

the problem is certainly not insoluble.

Vice-President Wallace undertakes an answer to the question in a communication to the newspaper PM. He says:

"When the war comes to an end, there will be the farms, the farm help, the soil, and the technical skill to produce more than has ever been produced in the world before. Our own farms are now producing 25 to 30 per cent more food than the average of the decade before the war. Most of that increase now goes to our armed forces abroad and to our Allies. But, after the war, as devastated countries quickly restore their crop production, all of the increase in our own capacity to produce will be available to make us a better-fed nation than we have ever been."

Miss Freda Kirchwey, editor of *The Nation*, is also hopeful of the future. She says:

"War has expanded our agriculture and industry to fantastic proportions. If we have any sense, we will devise means of preventing a postwar collapse of this productive capacity, and we will use the new abundance to provide a better life, not a more restricted one.

"Certainly we will have to do our part in feeding Europe, but there are also vast surpluses of food in Latin America and in Canada. If we won't ourselves buy Argentine beef, at least we can hardly object to its being sent to Europe."

Vice-President Wallace takes up the problem, not only of feeding the hungry of Europe, but of maintaining our own living standards while paying a great war debt. He argues in this way:

"There is no more reason why people should go hungry to pay for the war than that they should go without jobs to pay for the war. As a matter of fact, the only way we can really pay for the war is to see that people have jobs and full stomachs. Technologically, this is possible. Psychologically, it may be difficult because not enough people have looked at the simple arithmetic of the problem.

"A nation that maintains full employment at useful production in peacetime has no problem of people going hungry. People then have income not only for food, but also for the rest of their budget, and the nation as a whole has income to pay debt charges that are not burdensome.

"At present costs of borrowing, our primary fear should not be of the size of our national debt, even with the steep increase in that debt which the war inevitably brings. We need rather to make sure that jobs and adequate incomes are maintained.

The Vice-President does not discuss in detail the means by which we can retain full employment after the war, but that problem is being studied by the National Resources Planning Board, and by many other

agencies, public and private. It is analyzed in some detail in *Goals for America: A Budget of Our Needs and Resources*, by Stuart Chase (New York: Twentieth Century Fund, \$1). The recommendations of Mr. Chase were outlined rather fully in THE AMERICAN OBSERVER of November 30, 1942, page 8.

Certainly we cannot maintain high standards of living during the critical years following the war by using ordinary methods. The problem is almost impossibly difficult. But when confronted by a great crisis, the American people have proved that they can do seemingly impossible things. That fact is stressed by Donald M. Nelson, chairman of the War Production Board, who spoke recently of the great achievements of American industry during the last year. He said:

"We can say without the least exaggeration that a magnificent job has been done by the American people. We have done more than we dared hope we could do a year ago. Without giving way to excessive optimism or overconfidence we can say that every American ought to recognize the fact that the job that has been accomplished by this nation in this war is without parallel in history. We have proved that Democracy is not dead, and that when once thoroughly aroused, it can do the impossible."

Mr. Nelson outlined a few of the industrial miracles we have achieved. For example, we are spending this year approximately 20 billion dollars on our airplane program. This means, says Mr. Nelson that "we have developed and are this year operating a single industry which is more than five times as big as that peacetime giant, the automotive industry."

Our chemical industry is increasing its capacity by 50 per cent. A new synthetic rubber industry is being established. There is little wonder that Mr. Nelson, who is in a better position than most people to understand the significance of what is happening, offers the following hopeful challenge for the future of America:

"We can do, as a people, anything—literally anything—that we want to do. We know that we can. . . . We can look farther ahead strong in the realization that no matter what problems the war leaves behind they can and will be met and solved. America is at last finding out how to use its own strength. What can't we do for ourselves—for our well-being, our peace, and our happiness—once this war is ended.

## SMILES

Abbreviated college courses have created their own problems. They are telling a story down at Princeton of a student who stepped out of the laboratory for a few minutes and found when he returned that he had missed his entire sophomore year. —SELECTED

It is now permissible to classify all sisters and brothers, aunts and uncles who live more than three gallons away as distant relatives. —GRIT

Impatient Customer: "Can't you wait on me? Two pounds of liver—I'm in a hurry."

Butcher: "Sorry, sir, but two or three are ahead of you. You surely don't want your liver out of order." —THE SPOKESMAN

"You must pay for the boy," said the conductor, while the six-year-old tried to shrink in his seat.

"He's only three," said the mother tartly.

"Goodness, he looks older," exclaimed the conductor.

The mother threw out her hands helplessly. "Can I help it if he worries about the war?"

—NEWCASTLE JOURNAL

"What is your favorite book?"  
"It has always been my bank book—but that is lacking in interest now." —GRIT

Said the Italian optimist: "I think we are going to lose this war."  
Replied the Italian pessimist, "Yes, but when?" —From *Inside Italy* by Richard Massock



"I hate to leave. It's the first time the house has been warm this winter." —ROTH IN SATURDAY EVENING POST

# The Story of the Week



Striking coal miners went back to work following the President's order. N. & W. RMY.

## Unified Strategy?

For several days last week, there were widespread reports that vital decisions concerning the prosecution of the war had been reached by the leading United Nations. Newspaper and radio reports from both Washington and London indicated that big things were under way and that important announcements would soon be forthcoming. According to the reports, negotiations have been under way and agreement reached upon the following points:

1. Creation of a supreme war council composed of representatives of the United States, Great Britain, Russia, and China. The main function of this council would be to plan and carry out broad strategy in order to win the war as quickly as possible. If such a council is formed, it will enable the Allies to fit all these military moves into a general pattern.

2. Steps to improve the organization of the United Nations. If a more formal organization is given to the United Nations, discussions can now go forward and plans be made for the postwar world. This would enable the Allies to iron out certain of their political differences in advance and thus avoid controversies later which might threaten the peace settlement.

3. Plans to deal effectively with the submarine menace. It is admitted on all hands that the heavy toll German submarines are taking of Allied shipping is at present the blackest part of the war picture. It is possible that joint action by the United States and Britain will be taken to deal with this problem in order to speed our war effort.

The main purpose of the United Nations at this time will be to take advantage of the favorable position they enjoy as a result of recent victories in Russia and the fall of Tripoli. If a unified strategy can be worked out among the leading members of the United Nations, war can be fought more effectively on a global scale.

## Russian Offensive Continues

Well in its third month, the Russian offensive last week had lost none of its earlier momentum. As reports came through of gains all along the front, it became apparent that the offensive was on a scale much greater than that of last year, that it was in fact on a scale comparable to the initial German offensive in Russia in the summer of 1941.

The most spectacular gains last week were made along the southern front of Russia. A number of important centers fell into the hands of the Russians. Most of these were vital railroad centers without which the Nazis could not readily supply their forces farther in the interior. They were also the famous German "hedgehogs," or fortified zones, which the Germans succeeded in holding throughout the Russian offensive of last winter.

The Russian drives are being directed at two vital cities, Rostov, which guards the entrance to the Caucasus, and the industrial city of Kharkov, in the Ukraine. Already the success of the Russian offensive has surprised most military observers. If it does not lose momentum in the weeks ahead, it will have dealt the Nazi military machine blows from which it cannot easily recover.

On the German home front, the gloomiest note since the outbreak of war was sounded by newspapers and radio. The German people were being told more truth about the Russian situation than they had yet been given and were warned to keep the home front strong in the face of the disasters.

## Coal Strike Ends

It took the prestige and influence of the President of the United States to bring a halt to the strike in the anthracite coal mines of Pennsylvania. The persuasive arguments of William H. Davis and his War Labor

Board had been unable to turn the trick, and for nearly a month thousands of bitter miners remained away from the pits as the nation shivered for lack of fuel.

This wildcat strike—which involved no violence and few picket lines—was aimed primarily at John L. Lewis and his demand that the miners increase their dues from \$2 to \$2.50 a month. Although this increase had been approved at the last annual convention of the United Mine Workers, the anthracite miners felt that they had not been adequately represented at the convention, and that the increase was not only unnecessary but also dictatorial. A secondary cause for the strike was a demand for an increase of \$2 a day in wages.

This strike may well mark the end of John L. Lewis' power. He has long since lost his political influence, as demonstrated in the 1940 election; he has lost his power in the CIO and has pulled his union away from it. Now this union—which he founded—is no longer solidly back of him, and there is little left of his once powerful labor empire.

## New Burma Road

Many people were misled by a statement made by the President in his recent message to Congress. "Today we are flying as much lend-lease material into China as ever traversed the Burma Road," said the Chief Executive. Immediately people assumed that China must be getting large quantities of supplies, and that there was no longer any need of reopening the old Burma Road.

Actually, however, the President was speaking solely of lend-lease goods which never constituted more than a small part of the 15,000 tons a month which was the most that ever went over the old land route. This means that China today is getting but a fraction of the materials she once received, and even those amounts were at best hopelessly inadequate. Moreover, the reconquest of the land route is necessary if China is ever to receive the heavy tanks, trucks, and guns which cannot be moved by air.

The "new Burma Road" which now carries all the goods getting into China appears to be about 1,250 miles long on the map. Actually, it requires almost 1,600 flying miles. It

begins in the tropic heat of Calcutta, but often passes through blinding sleet and snow before it gets to Chungking. The route crosses hazardous mountain ranges 17,000 feet high, and passes through territory which has the world's heaviest rainfall—900 inches a year.

## Social Security Plan

Close on the heels of the now-famous "Beveridge Plan" for social security in England have come similar proposals for the United States. Government agencies are now working on one such which will soon be presented to the President for his



FITZPATRICK IN ST. LOUIS POST-DISPATCH  
Vacant house in Russia

consideration. Some of its details were revealed a few days ago in a speech made by Secretary of Labor Frances Perkins.

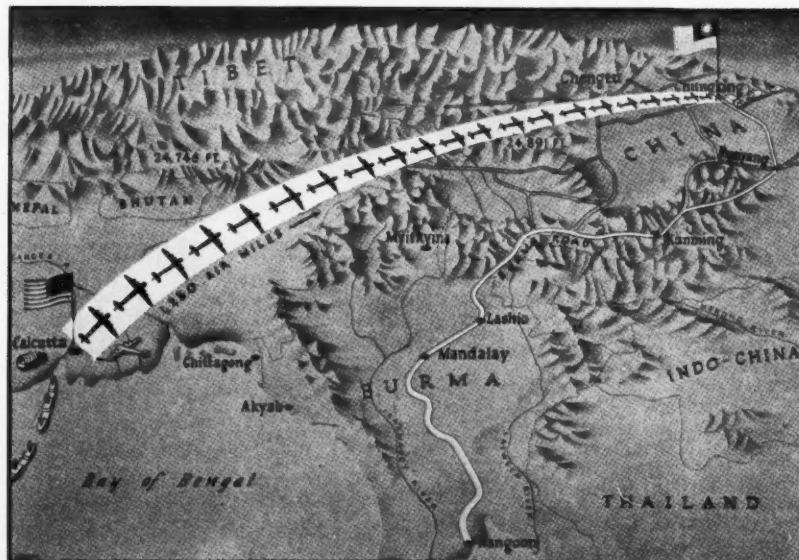
Where the present social security law taxes employers one per cent on their payrolls and employees one per cent on their paychecks, the new plan would raise each tax to five per cent. This vastly increased revenue would eventually be supplemented by funds from the federal government, and would be used to finance a tremendous program of security for virtually all the nation's citizens.

Large groups of the population not now covered by social security, such as agricultural workers, domestic servants, professional people and the self-employed, would be brought under this new system, and benefits for old-age pensions would be considerably increased. In addition funds would be provided for disability cases, for maternity care, for hospitalization, and for funerals. It has been suggested that such a plan would make a soldiers' bonus unnecessary after the war.

## Balance Sheet

As the debate on lend-lease grows, some criticism of the program is made on the ground that it forces the American people to endure hardships. This led Raymond Gram Swing, in a recent broadcast, to point out that in the matter of food shortages lend-lease is playing only a minor role. He said:

"The housewives should know that lend-lease makes very little difference to the American dinner table. In the year ended June 30, only one pound in every 200 pounds of our beef and veal went abroad under lend-lease. No lamb or mutton was shipped abroad. One pound in 7½ of pork, one pound in five of canned fish, one



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How war materials are flown over the mountains to China

egg out of every dozen, and what is the equivalent of one quart of milk out of every 25 went abroad in milk products. One out of every 200 pounds of corn products was shipped abroad by lend-lease, one in every 100 pounds of wheat and wheat products, and one in every 100 pounds of sugar.

"That is what we have sent. But as we increased our production in most of these headings it is probable that we actually had more for American meal times than in the year before the war. True, there will be shortages. True, the housewife will not be able to buy so much. But the chief reason will be that the Army and Navy have taken the food for the men in our own armed forces. Even if housewives don't like it, they aren't going to grumble on that score."

As we pointed out on these pages last week, the United States is receiving as well as giving under lend-lease. Of this Mr. Swing said in part:

"If it had not been for the British, we should not have the generous promise of victory which now so encourages us. The German attack on Russia found that country ready and able to enter the war on a scale that has weakened the Germans more than any other warfare they have undertaken, so that the Russian contribution to the final victory looms magnificently large. Certainly no one will criticize the lend-lease aid for China, except to lament that it is so small, or to the Fighting French, or others in the long list of associates in the common effort. . . ."

## Chile Acts

Chile's long-awaited decision to break relations with the Axis has been hailed with satisfaction throughout the entire hemisphere as strong evidence of inter-American solidarity. It closes one more haven to the numerous Axis agents still in this hemisphere, all of whom are now fleeing to Argentina, the only nation from which they may now carry on espionage and propaganda. Finally, it indicates Chile's confidence that the Allies will be able to defend her long 2,800-mile coast line from Axis attack.

Chile's vulnerable position has been a major reason for her delay in acting, for this country would indeed be a rich prize to any invader. She possesses the world's only source of natural nitrates, the world's second largest supply of copper, and rich agricultural resources, as well as con-



The shaded outlines of the United States give an idea of the distances in North Africa and the Mediterranean

trol over the vital Straits of Magellan which would become important in case the Panama Canal were to be destroyed.

All eyes are now turned on Argentina, sole remaining neutral in the hemisphere. Although 80 per cent of the people are believed to be sympathetic to the Allied cause, there are powerful business and political forces which will probably be able to keep that nation neutral for some time yet.

## Moslems at War

From one standpoint, Iraq's declaration of war against Italy, Germany, and Japan might seem to be of little importance, for all it does is recognize formally a situation that has existed since May of 1941. At that time

British troops moved into the country to prevent Axis agents from taking over the government by force, and they have occupied the country ever since.

This step actually is of tremendous significance, however, for Iraq is the first of the independent Moslem nations to enter the war against the Axis, and her action is expected to have strong influence on the rest of the Moslem world. If one studies a population map, he discovers that the world's quarter of a billion Moslems are concentrated in strategic areas—in the Middle and Far East and in North Africa. Their loyalty or their hostility can play a large part in the success of military action in these areas, and for this reason the Allies are very anxious to win their support.

## News Items in Brief

American troops in North Africa have been supplied with "barter bags." The War Department reported a few days ago that the bags contain beads, scissors, cloths, perfumes, candies, scarce foods, and other articles which can be traded for local products that the soldiers want.

The search for a better method of making synthetic rubber from petroleum has led to a valuable by-product—a new aviation fuel that is many times more powerful than pres-

ent fuels. In fact, it is so much better that airplane engines will have to be redesigned in order to make full use of it.

The plans for Navy mine sweepers being built in Seattle call for single, solid pieces of wood 110 feet long. Such timbers, required for the keels, are hewn from the Douglas fir trees which grow to heights of 160 to 175 feet on the slopes of Mt. Rainier. Mere seedlings about the time that the Pilgrims landed, the forest giants occupy three railroad flat cars apiece on the journey to the shipyard.

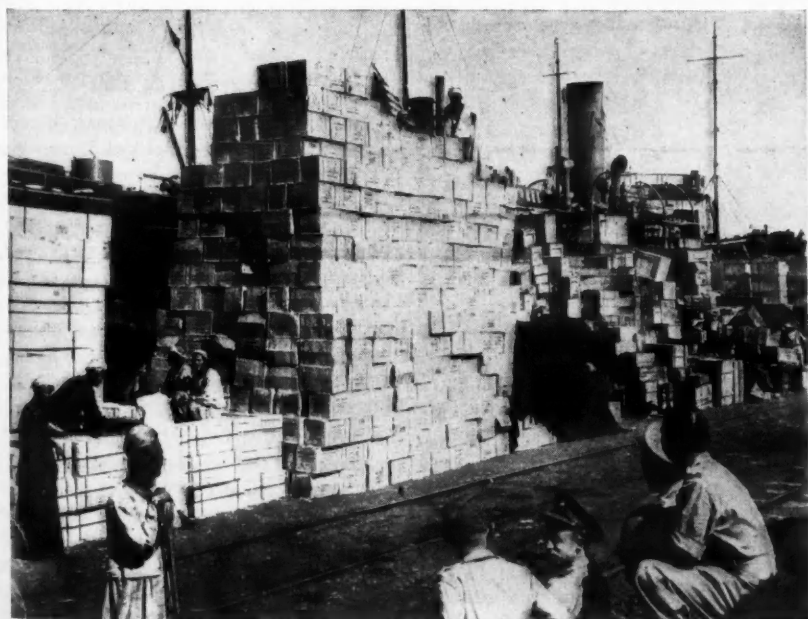
Once again the call has gone out for more young women to train for careers in the nursing profession. A few days ago Paul V. McNutt said that 65,000 young women must enter schools of nursing between June 1943 and July 1944 if the minimum needs of the nation are to be met. Full details about nursing schools, entrance requirements, and possible scholarships may be obtained by writing to the National Committee on Recruitment of Student Nurses, 1790 Broadway, New York City.

One of the U. S. Navy's latest aircraft carriers, the *Cowpens*, started out to be a cruiser, but early in her construction was redesigned to be a "flat top." The same process brought forth three other carriers launched in recent months—the *Independence*, the *Princeton*, and the *Belleau Wood*.

## News Quiz of the Week

(Answers on page 8, column 4)

1. Not long ago Sam Rayburn, Speaker of the House of Representatives, was 61. As a birthday present he received a hat from another very prominent American citizen, who last Saturday celebrated his own 61st birthday. Who is this well-known American?
2. Of course you are familiar with the Mannerheim Line, the Maginot Line, and the Siegfried Line, but can you identify the Mareth Line?
3. Peyrouton and Patch—these two names have recently been in the news. Can you identify them?
4. Now that Iraq has declared war on the Axis, how many United Nations does that make?
5. If you saw the following American warships, you should know that they are of what type? *Sigsbee, Farragut, Sims, Yarnell, Shaw, Pruitt.*
6. The attack on Tripoli a few days ago was aided by American airmen. Once before Americans fought in this region, as attested by the words in the Marine Hymn—"to the shores of Tripoli." When was that?
7. There has been considerable dispute about the presidential appointment of Edward J. Flynn as minister to Australia. If the Senate does finally approve the appointment, how many members will have to approve?
8. American laborers are now hard at work on "The Big Inch." Although it is only two feet wide, it will not be finished until next June. What is it?
9. Auxiliaries, Leaders, and Second Officers—in what American military organization are these found?
10. Who has taken Flynn's place as national chairman of the Democratic party?



AMERICAN SUPPLIES flow into a Middle East port. Here native stevedores are shown stacking crates of foodstuffs from America.

## The American Observer

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# Education and War

(Continued from page 1)

be no education these days except vocational education, and the one vocation for which preparation should be made is war-making. In a recent address, Dr. Edmund E. Day, president of Cornell University, said:

"The Army and Navy people feel that a liberal arts education is not relevant to combat forces. They don't make killers by going the liberal arts way. I am rather persuaded that is true. Liberal arts is substantially out for the duration. It is one of the war casualties."

## Role of Education

Most people who discuss this educational issue do not go to either of the two extremes. They agree that the first job of education, like that of every other industry, is to win the war. They agree that nothing else matters if the war is not won. They think that there should be pre-induction courses in the high schools, and technical and engineering courses in the colleges to fit students for the complex jobs which have to be done in a mechanized army. They agree that many students, men and women, should take preliminary training which will make them more competent in war industries.

It is quite commonly agreed, on the other hand, that there should be a considerable amount of general education, and of citizenship training in the schools. The question is where to draw the line, and even among the moderates there are sharp controversies as to just how much of the traditional work of the schools and colleges should be retained.

One of the disputed points relates to the question of whether liberal arts courses should be offered in the colleges for men who, for one cause or another, are not taken into the armed services, and to those who come back from combat disabled. Mr. Willkie declares that the traditional college subjects should be maintained and should be studied by such students as these.

Another question relates to the sort of education women should receive. Mrs. Roosevelt thinks that even girls should take vocational subjects or nothing. She said recently: "I believe girls had better get out of college and go to work, unless their college training is helping to fit them for some specific task."

Mr. Willkie, on the other hand, argues that, until the available older women are employed in the war work, younger women should have the opportunities for a liberal education in the colleges.

Mr. Willkie thinks that there should be a place in the colleges for young men particularly qualified for leadership, thus those who could admirably serve "our long-range needs" should be allowed to pursue a liberal education and that "they should not be made to feel inferior or apologetic in the face of a PT boat commander or the driver of a tank." He emphasizes the importance of preserving educational opportunities, and supports his position with this declaration:

"The destruction of the tradition of the liberal arts at this crisis in our history . . . would be a crime comparable, in my opinion, with the burning of the books by the Nazis. . . . Burn your books—or, what amounts to the same thing, neglect your books—and you will lose freedom as surely as if you were to invite Hitler and his henchmen to rule over you."

Whatever the merits of the arguments may be, those who favor making the colleges training centers instead of centers for liberal education are on the winning side. The Army and Navy have taken over from 200 to 300 colleges of the country—colleges which normally account for about one-third of the college students in the nation. The armed services will send young men to these colleges for specialized training. This training will be of a technical and mechanical character, and little, if any, liberal arts work will be done. Other colleges will find it very hard to keep going. Many of them will turn their work largely to these specialized training courses.

## High Schools Less Affected

"Women's colleges," says the *United States News*, "will be less affected by war than men's colleges and coeducational institutions. However, they, too, face changes in curricula because women are under pressure to train for war work. One aircraft company is offering quick engineering training and jobs to girls after two years of college. Other colleges will step up scientific training for women as the men are called into service."

The high schools are less affected by the war than the colleges are. But even they are undergoing marked changes. As one looks at the course of study in a typical high school, he may not see very many changes. The old courses which have been taught in the schools, or most of them, are still there. But in many cases the content of the courses has been modified.

Courses in home economics, for example, are giving a great deal of attention to rationing, to the economic use of scarce foods, to price control, and to many other subjects which have become important to most



How much training for the present emergency?



How much education for worthwhile future citizens?

Americans as a result of the war.

History courses may give less attention to ancient times, and more to the war and its causes. Mathematics courses are concerned with specific problems having to do with aviation, and problems which have a bearing on mechanized warfare—and so on down the line.

In many schools, however, traditional courses have been set aside to make place for pre-induction courses, additional mathematics classes, and mechanical courses looking directly toward the armed services or war industries. There is a sharp controversy as to whether this movement has gone too far.

## What Should Schools Teach?

A committee of the National Education Association has prepared a report entitled *What the Schools Should Teach in Wartime*, and this report argues for continued emphasis upon a number of the traditional subjects. It agrees that schools should devote a great deal of time and attention to occupational guidance, technical instruction for war industries, and to pre-induction training. It insists, however, that other subjects, subjects which are now being pushed out by the war and prewar training courses, are also important during the crisis period.

This report argues, for example, that English instruction is necessary during war as well as peace, since the "ability to use language precisely in discussion of public issues is essential to competent operation of a democracy."

Home economics is another course which the report defends. The student who takes this course, it is pointed out, can be instructed in such matters as "family budgets, with special reference to rising living costs and war savings; conservation and repair of home equipment; problems of crowded housing; nutrition, with special reference to rationed foods and appropriate substitutes; economy in preparation and preservation of food; making, repairing, and maintenance of clothing; arrangements in the home for blackouts and air-raid shelters; family morale in war-time; home nursing; care of small children."

The report argues also that there is a real place in the war program of the schools for music and art education. Music, it points out, can "promote morale through fre-

quent and fervent singing of patriotic songs . . . and serve as an invigorating force in camps and hospitals, field and factories." Art education, it continues, can "build morale by portraying the nation's ideals in posters and emblems; develop skills in photography, chart and map making, camouflage; provide a wholesome recreation."

Finally, the N.E.A. committee makes a strong appeal for the continuation of citizenship education. It contends that such education is "indispensable" in preparing young people to meet the political problems of tomorrow. It says that more time, not less, should be devoted to civic training, arguing the case as follows:

"Unless we emerge from this war a stronger and more efficient democracy than we were, we cannot truly 'win' the war. Unless we can ready ourselves to deal effectively and democratically with the complicated political, economic, and social problems of postwar United States and the postwar world, we are likely to be plunged into social chaos or to succumb to some new dictatorship."

"The only fundamental way that a democracy can be strengthened is by a better citizenship. And the organized efforts of the schools at all levels are necessary to make our civic behavior and attitudes more humane, responsible, and intelligent."

"For these reasons, civic education . . . should be stepped up in efficiency during the war. We might well condense, for the duration, some ancient and medieval history in order to have more time for geography, recent American and world history, and such current economic problems as rationing, price control, inflation, and taxation."

## Problems to Be Met

In planning their programs, school authorities are confronted by many problems. First, they must meet the requirements of the Army and Navy. That is as it should be. We are engaged in a total war, and our citizens must be prepared to wage it competently. But that is not the only problem. Dozens of government bureaus and departments and agencies are flooding the schools with material, and are asking that attention be given to their programs.

Some of the material is excellent and should be used, but if utter confusion is not to reign, and if many of the most valuable courses of the school are not to be neglected, there must be a very careful sifting of the offerings and suggestions which are received.

(Concluded on page 8)

# The Confusion in North Africa

(Concluded from page 1)

which has bogged our troops down in mud. Our greatest handicap in North Africa, of course, has been the great distances we must travel, both from England and the United States, in order to bring supplies and men to North Africa.

All along, the Axis has enjoyed the advantage of having much shorter supply lines. From excellent air-dromes in Sicily, the Germans have flown large numbers of men and great quantities of supplies to Tunisia. The crossing from Sicily to Tunisia by boat is but an overnight trip. While we have succeeded in sinking a large number of ships headed for Tunisia and have grounded a number of planes, it is a fact that the Axis has succeeded in greatly reinforcing her position in Tunisia.

## Political Problems

Military problems, however, are not the only ones which are confronting General Eisenhower and other British and American leaders in North Africa. Political problems of a serious nature threaten greatly to handicap us in that vital theater of war unless they can be solved satisfactorily. These political problems, which arose from our dealings with the late Admiral Darlan, have grown in intensity during recent weeks. They may become explosive in the future.

Very few of the facts connected with the North African situation are known because of the heavy censorship which has been clamped down on news from that region. However, enough is known to state the issues which have divided the American people among themselves, created difficulties between the British and Russians on the one hand and ourselves on the other, and which have prevented the French from presenting a united front against the Axis.

The principal criticism of our political policy in North Africa has been that we have made deals with Frenchmen who are really traitors to the real France—Frenchmen who collaborated with the Germans between the time of the surrender of France in June 1940 and our invasion of North Africa in November 1942.

As is well known, when France signed an armistice with Germany, she was allowed to retain control over approximately one-third of the mainland and over the colonial empire, of which North Africa is the most important part. Certain parts of the empire broke away from the Vichy government headed by Marshal Pétain and pledged allegiance to General Charles de Gaulle, who had fled France and organized a group determined to continue the war against Germany until France could be liberated. But North Africa remained loyal to Vichy.

In planning our invasion of North Africa, the political situation was well known to our leaders. They had hoped to deal with someone who did not have the handicap of being a "Vichy man"; that is, with someone who had not cooperated with the Germans. General Giraud was chosen for that purpose. He was highly regarded throughout France as a patriot and soldier. He had escaped from a prison camp in Germany and from France itself and was in North Africa when our forces landed.

But when our troops landed in French North Africa, it was apparent that General Giraud could not control the situation. He could not order the French and colonial troops to cease resistance. In brief, he could not give the word which would pre-

power to enable our troops to land and occupy the country without bloodshed; that he was the only one who could turn the country over to us without a struggle. Had we been obliged first to fight the French in North Africa, it was argued, we

become a member of the Imperial Council.

Opposition to Peyrouton springs from the same causes as that which was leveled against Darlan and others in North Africa. He is regarded as a Vichy man. He served under Pétain as minister of the interior. He is considered a rabid fascist who was willing to cooperate with the Germans when they had the upper hand. He is known to be strongly anti-Semitic.

On the other hand, Peyrouton is known to be an able administrator, to have had more experience in North Africa than perhaps any other available Frenchman. He has served in prominent posts in French Morocco, Algeria, and Tunisia. Without an experienced administrator at the helm, it is argued, the various political groups in North Africa might get out of hand, civil disturbances might arise, and the whole military campaign against the Axis would be jeopardized.

## A Serious Challenge

There is no blinking the fact that the complicated political situation in North Africa offers a serious challenge to the statesmanship of the United Nations, particularly to that of the United States inasmuch as we are playing the leading role in that part of Africa. Our principal purpose is to win the support of all Frenchmen in the war against the Axis. So long as such an important group as the Fighting French of General de Gaulle refuses to accept the political leaders we have chosen in North Africa, it is impossible to unite all French groups against the Axis.

Not only is it impossible to bring French unity with the present arrangement, but it is also difficult to promote the best relations between ourselves and the British and Russians. However efficient Peyrouton may be as an administrator, it is argued, he is strongly anti-British and anti-Russian. Other Frenchmen in positions of authority in North Africa hold similar views. How, then, can the United Nations become a truly potent organization for peace as well as for war if we support a government which is led by men who are openly hostile to our Allies? This is one of the questions repeatedly asked by opponents of our policy.

It is of the utmost importance that the political situation in North Africa be cleared up at the earliest possible moment. The cause of the United Nations is being seriously weakened by the failure to win complete French harmony and cooperation. That is why every effort is being made by ourselves and the British to compose the differences which exist and to create a truly united French front against the Axis countries.

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The North African front

vent bloodshed and enable us to occupy the land without a serious struggle against the French forces.

That is why General Eisenhower chose to deal with Admiral Darlan. Darlan had been a Vichy man and did have the authority of Marshal Pétain to back up his orders. He controlled the communications. He could order the French military and naval forces to cease resistance and they would resist. That is why we dealt with Darlan.

A wave of criticism arose in England and among certain groups in America against the deal with Darlan. The Fighting French headed by General de Gaulle uttered cries of protest. The chief criticism was that we had joined hand with the very forces which had sought to destroy France in her hour of misery.

In reply to these criticisms, it was pointed out that Darlan was the only man in North Africa who had the

should have lost valuable lives, consumed precious time before ever being able to engage the enemy in combat.

For a while, it was thought that the assassination of Darlan would remove the major obstacle to harmonious political relations in North Africa. General Giraud, whom we had originally chosen as leader in North Africa, took Darlan's place and thus became head of the French government in North Africa. Plans were made for a meeting between Giraud and de Gaulle, hoping that therefrom would emerge an agreement for full cooperation among all French groups.

Such a conference has not yet been held and the political situation has gone from bad to worse. The breach was widened a few days ago by the arrival of Marcel Peyrouton in North Africa to assume the position of governor-general of Algeria and to



LEADERS IN AFRICA. This picture, made before the assassination of Admiral Darlan, shows some of the principals in the North African situation. Left to right: Admiral Darlan, General Eisenhower, Admiral Sir Andrew Cunningham, and General Giraud.

News from the Schools

WE are proud of the San Jose, California, High School, and Lane Technical High School of Chicago. These schools are over the top in campaigns to raise money for bombers. Before long bombers bearing the names "San Jose High" and "Lane Tech" will be in the air—over Berlin and Tokyo, we hope.

"The student body of the San Jose High School was moved by the notice in your papers of November 16 to try for a bomber," we are informed. So they inaugurated a campaign to raise the money. Two teams were appointed—boys against girls—and they went to work.

The girls won—and so did the school. A total of \$235,000 worth of bonds have been sold, and a few days ago a bomber was purchased. The name, "San Jose High," will be inscribed on it, and a picture of it will be sent to the school by the Treasury Department.

The Lane Technical High School is on the last lap of its drive for a bomber. The campaign has been under way for weeks. A "Victory Army" has been organized, with rank given for war bond and stamp purchases. Emblems for rank are: \$1, Private; \$5, Corporal; \$10, Sergeant; \$18.75, Lieutenant; \$37.50, Captain; \$75, Major; \$375, Colonel; \$750, General. A student can advance from one rank to a higher one as he increases his purchases.

Arrangements were made some time ago with the Treasury Department to have a Flying Fortress named for the school if it reached a \$300,000 goal by June, 1943. To date, bonds to the amount of \$233,000 have been sold, and it is expected that the goal of \$300,000 will be reached in early March. About 2,000 individuals have bought bonds and 3,000 bonds have been issued.

Jeeps for MacArthur was the goal of a recent war stamp drive at the Woodward High School of Toledo, Ohio. In three weeks time, \$5,333 worth of stamps were sold—enough to purchase five jeeps and a machine gun.

Working with the Red Cross, 87 boys and girls from the Oshkosh, Wisconsin, High School have registered as blood donors. Oshkosh students sent 2,150 books to members of the armed forces. As part of their Victory Day activity, they turned in over 10,000 keys to the government.

A novel method of raising money for the Red Cross was devised by students of the Elgin, Illinois, High School. A Victory Week was cele-

brated during which elections were held to choose a Miss Liberty and an Uncle Sam. Some 29 candidates were able to secure the necessary petitions with 50 signatures.

Students could cast as many votes as they wished, each vote constituting a penny which was dropped in the polling box. On Friday night of Victory Week a special Victory Ball was held to crown the winners and the proceeds from the voting, amounting to about \$120, were turned over to the Junior Red Cross.

A special Victory Assembly was held during the week, at which a panel of students discussed the subject, "Education for National Defense." Posters illustrating Victory were displayed throughout the school, and the school publication issued a special Victory number for the week.

Senior students at the Sioux Rapids, Iowa, Consolidated School believe in making their government study as practical as possible. Last year they helped in registration for sugar rationing by taking a census of the school district. At the time of the national election they set up voting booths in the high school to compare student opinion with the actual



results of the election and to stir interest in the campaign.

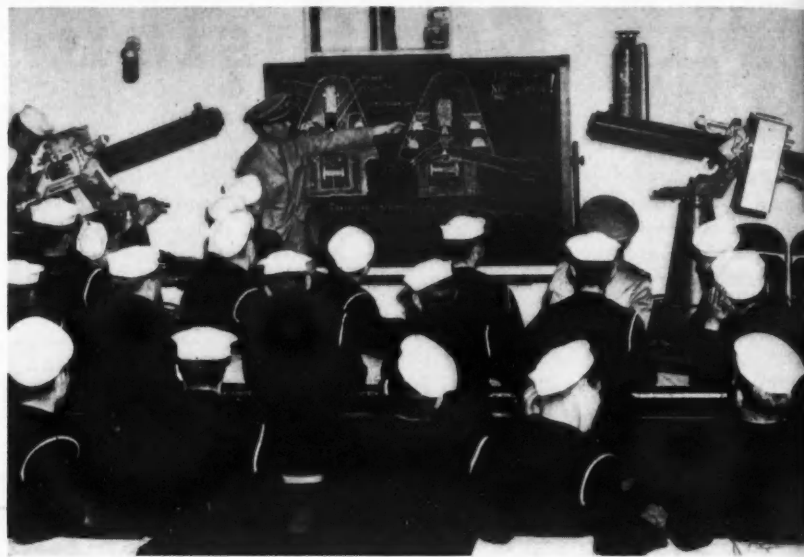
In connection with the war they have engaged in salvage, bond drives, and Junior Red Cross work, and they have provided a huge Roll of Honor plaque which contains the names of all service men who were educated in their school.

Shorewood High School, in Shorewood, Wisconsin, has been organized for victory ever since Pearl Harbor. Five weeks after the first Japanese attack, its students had 12 different activities under way. Now they are helping to win the war in more than 40 different ways.

Besides their service activities, which include a messenger service for the whole community, participation in the Junior Red Cross, and letters to service men, Shorewood students are building morale and preparing for the peace.

At regular intervals, victory assemblies are held for the purpose of increasing knowledge of world affairs and emphasizing the student's role in the national life. At these gatherings, students and faculty listen to important radio speeches, hold open discussions, and present patriotic pageants.

We extend our congratulations to the above high schools.



TRAINING MEN TO MAN THE GUNS. The men behind the guns on our merchant ships receive rapid training for their task of protecting the ships and their cargoes at the Armed Guard School near Norfolk, Virginia.

Education and War

(Concluded from page 6)

It would be very helpful if the various government offices, including the Army and Navy, should get together and agree upon certain services which the schools might be asked to render in wartime—services which would require much of the time of students and teachers, but certainly not all of it.

It would be helpful also, if, in each school, a committee of teachers, and perhaps students, should make a study of all the suggestions and requests and materials which are offered for use. The best of these could then be selected and, at the same time, a place could be made for the essential work of the school, including the study of the problems of war, peace, and reconstruction.

When the war ends, this country and the world will be confronted by problems which are extremely complex and difficult. Unless these problems are wisely handled, permanent peace and stability will not be achieved. Disturbances, revolutions, and wars will come again, and civilization may be destroyed. These are not mere wild imaginings. They are definite possibilities, and are so recognized by our soundest thinkers.

Among the questions we must answer are these:

What arrangements will be made to insure that aggressor nations cannot disturb the peace of the world again? What will be done with the Axis nations? Will they be policed, and, if so, by whom? How will the starving peoples of Europe be fed? How will industry in the conquered countries be put on its feet again? How will quarrels developing from tariff and trade wars be settled? Under what conditions can the United States and England cooperate with Soviet Russia?

Half or more of our workers will soon be engaged either in war work or in the armed services. How can these millions be shifted to peacetime jobs when the war is over? How will the national debt be paid? How can inflation be prevented? Can a way be found to prevent costly industrial disputes? How can farmers be assured fair prices and good living standards without unduly increasing food prices for the rest of the population?

We cannot afford to make mistakes in dealing with questions of this kind.

Mistakes might result in a terrible depression and in destructive class quarrels. If the masses of people bungle things too badly, the danger of dictatorship—one-man or one-party rule—will increase. Mistakes in dealing with the international issues, on the other hand, may result in wars which will destroy civilization.

We can deal wisely with these issues, however, only if we understand them. And no one can understand them unless he spends a great deal of time in studying them, thinking about them, discussing them.

Students in other nations are not studying such problems as these. In the conquered countries, there is an almost complete blackout of education of all kinds. In the other nations which are at war, the schools are teaching little but war-making.

The students of the United States have a chance to become the best informed in the world, the best prepared to deal with the most vital and difficult problems which have arisen in all human history. If they turn aside from citizenship studies, if they give decreasing attention to citizenship work, and spend all their time with technical and pre-induction courses, they will have lost a great opportunity. If the schools do not arrange for students to spend much time studying the problems of this age, they will have shirked a great responsibility.

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Answers to News Quiz

1. President Roosevelt.
2. A line of fortifications protecting southern Tunisia from attack from the east.
3. Peyrouton—new Governor General of Algeria; Patch—Major General in charge of Army forces relieving the Marines in Guadalcanal.
4. Thirty—Brazil and the Fighting French are not officially members of the United Nations according to the State Department.
5. Destroyers—they are named for persons, usually officers, distinguished in naval history.
6. About 140 years ago—between 1801 and 1805.
7. Just a majority.
8. The 1,400-mile-long oil pipeline which will connect Texas and the East coast.
9. The WAACS.
10. Frank C. Walker.

